

CHAPTER IV

RESULTS AND DISCUSSION

This chapter will present the result of the research from each cycle, the findings of the research and discussion of the research. The result of the research found from the description of each cycle. The findings of this research found from analyzing the students' writing tests, observation checklist and field-notes and interview in order to answer the following research questions:

3. To what extent can Roundtable Strategy improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?
4. What factors change the students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?

The discussion of this research was based on the result and finding of the research and some theories on the research. All of it will be presented on the following.

4.1 Result

This research was a classroom action research. It was conducted based on Kemmis and McTaggard in O'Brien's (1998). There were four steps in each cycle of the research; plan, action, observe, and reflect. As preliminary data, the researcher asked Mrs. Azimar as English teacher at Grade VIII C of SMPN 11 Kota Bengkulu about the students' ability in writing. From the preliminary data, it was found that 22 students (73%) did not pass the standard score and 8 students (27%) passed the standard score. The standard score in SMPN 11 was 75.

Some of the students had poor ability in writing. It happened because the students had difficulties in learning writing. The students could not recognize and brainstorm their ideas well. The preliminary data of the research can be seen in the appendix 14. The students' score in preliminary data can be seen in the following table.

Table 4.1 The percentage of the students who passed and did not pass the standard score in preliminary data

Category	Standard Score	Frequency	Percentage
Passed	≥ 75	8	27%
Did not pass	< 75	22	73%

Based on the table, it can be seen that there were only 8 students (27%) of the 30 students in VIII C of SMPN 11 passed the standard score, but 22 students (73%) of the 30 students did not pass in writing. Therefore, the students' ability needed to be improved. The teacher also needs a new strategy in teaching writing, especially writing narrative text because narrative text is one of the texts that should be mastered by the students at grade VIII. In this research, the researcher used Roundtable Strategy for brainstorming the ideas in writing a narrative text. The implementation of Roundtable Strategy was expected to be able to improve the students' ability in writing narrative text.

4.1.1 Description of Cycle 1

There were three meetings in the cycle 1. This cycle consisted of four steps. They were plan, action, observe, and reflect. The following was a brief explanation of the cycle 1.

4.1.1.1 Plan

In the plan step, the teacher prepared all things that related to the lesson, such as the syllabus, the lesson plan about narrative text by using Roundtable Strategy, the materials in the power point presentation, the example of narrative text, students' writing test, the questions for brainstorming, worksheet and answer sheet for students in writing narrative text, and observation checklist and field-notes. This research had been planned to be held on 21st March 2014. The learning materials and the lesson plan of this research were designed based on the syllabus, the curriculum of the school and the steps of Roundtable Strategy. Observation checklist and field-notes were designed based on the lesson plan and the learning strategy that used in this research. Writing test was designed in essay form consisted of one question about writing a narrative text.

4.1.1.2 Action

In this step, the teacher applied the action based on the lesson plan. The action of this research consisted of three meetings. The first meeting was done on 21st March 2014 at grade VIII C of SMPN 11 Kota Bengkulu. The teacher taught the students about narrative text by using power point presentation.

The first, the teacher showed some pictures to brainstorm students about the material. Then, the teacher informed about what the material and the purpose of the material. The next, the teacher explained about the

narrative text, kinds of narrative text, the generic structure of narrative text and the language features of narrative text.

Then, the teacher gave an example of narrative text. The next, the teacher divided the students into groups. There were four groups that two groups consisted of four students and two groups consisted of five students. In addition, the researcher explained about Roundtable Strategy in writing a narrative text, how it worked, and what the students had to do.

The second meeting was conducted on 27th March 2014. In this step, the teacher re-explained the material about the narrative text to the students. Then, the teacher asked the students to sit with their group. The teacher gave the student two topics in writing narrative text and asked them to choose one of the topics.

Then, the teacher asked the students to brainstorm their ideas about the topic by using four questions to help the students in writing their text. After that, the teacher asked the students to write a narrative text by using Roundtable Strategy. The teacher guided the students in the steps of Roundtable Strategy and re-explained to the group that did not yet clear about Roundtable Strategy.

At the end of the meeting, the teacher asked the students to tell about their difficulties in writing narrative text by using Roundtable Strategy and summarize the lesson. The last meeting in cycle 1 was done on 28th March 2014. In this meeting, the teacher took writing ability test of cycle 1. The

teacher was hand out the answer sheets and the worksheets for the students to write a narrative text individually. This test was taken as the result of cycle 1.

4.1.1.3 Observe

In the observe step, the teacher was helped by the collaborator. It was done during the teacher implemented the strategy in the classroom. The collaborator observed by using the observation checklist and field-notes. There were two observation checklist; observation checklist for the teacher and observation checklist for the students.

The first, the result of the teacher observation checklist was shown good in almost all of the aspects. But, there were some notes that were written by the collaborator. The first, the teacher's voice should be louder to make the students listening to the lesson clearly. Then, the teacher should pay attention to the whole students, especially for the students who did not understand about the lesson.

Moreover, the teacher was less in guiding and controlling the students. The teacher just focused on some students or some groups of students. It made the other groups was not serious in their writing. They just were chatting in their group. It made them not understand how to write narrative text well.

The second was the result of the students' observation checklist and field-notes. Based on the observation checklist and field-notes, almost all of the students understand about the material that they learned because they were familiar with narrative text.

The students also paid attention and took notes when the teacher explained about the material. But, there were some students who did not understand about past tense. In the writing process, some of the students were enthusiast writing narrative text by using Roundtable Strategy. But some of them were not serious in the writing and did not contribute in their group. They just asked the other member in their group to make the narrative text. It made them still having difficulties in writing narrative text. At the end of the lesson, when the students were asked to make a summary of the lesson, they were responding together orally. As a result, almost all of the students followed the whole activities in the class.

Besides the observation checklist and field-notes, there was a test at the end of the cycle 1. The result of cycle 1 can be seen in the appendix 15. The students' score in cycle 1 can be seen on the table below.

Table 4.2 The percentage of the students who passed and did not pass the standard score in Cycle 1

Category	Standard Score	Frequency	Percentage
Passed	≥ 75	15	50%
Did Not Pass	< 75	15	50%

Based on table 4.2, the students' scores that passed the standard score were only 15 students (50%) and 15 students (50%) did not pass the standard score. However, there is an improvement of the students' score from the preliminary data into the result of the cycle 1.

At the preliminary study, there is only 8 students (27%) of 30 students who passed the standard score. The following is a chart to illustrate the students' score improvement from preliminary data into cycle 1.

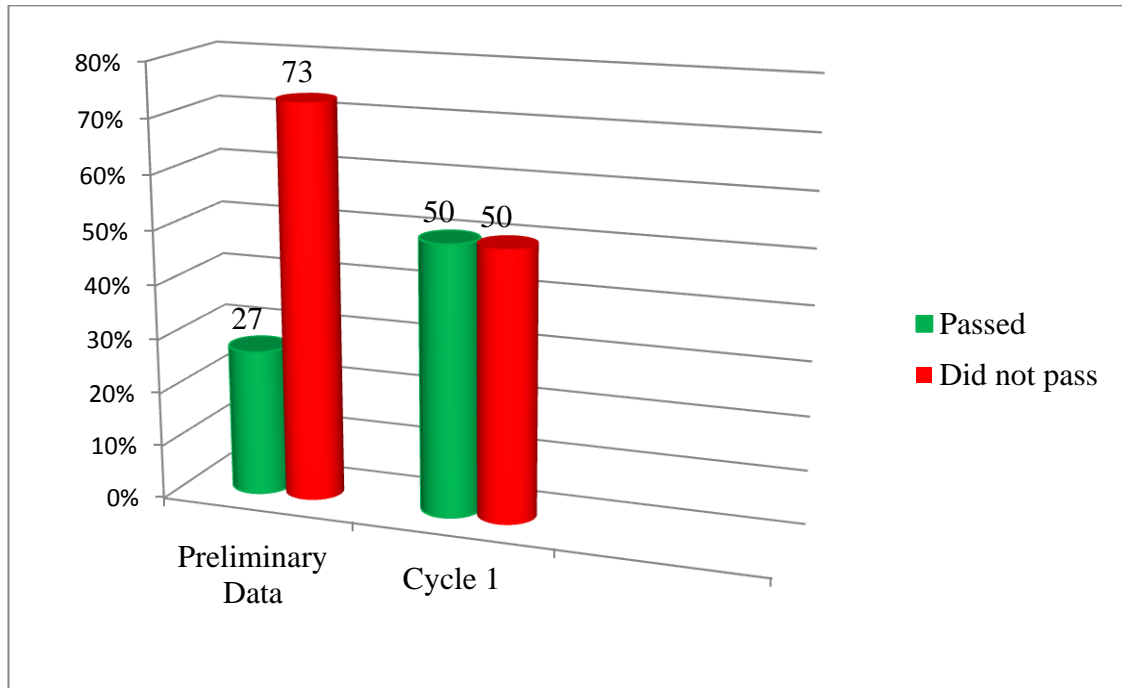


Chart 4.1 The percentage of the students who passed and did not pass the standard score from the preliminary data to the cycle 1

Based on the chart 4.1, it can be seen that the students' score was improved 23% from the preliminary study into cycle 1. But, the indicator of success of this research has not been achieved yet.

4.1.1.4 Reflect

The result of the writing test showed that there were 15 students (50%) who can pass the standard score. It showed that the students' scores were improved 23%. Even though there was an improved score of students who passed the standard score, the indicator of success has not been achieved yet. It means that the research had not been successful yet. Moreover, based

on the teacher and students' observation checklist and field-notes, the teacher was shown good in almost all of the aspects. But, there were some notes that were written by the collaborator. The first, the teacher's voice should be louder, the teacher should pay attention to the whole students, and the teacher was less on guided and controlled the students. Most students understood about the material but there were some students who did not clear about the material especially in the verb of past tense. In the writing process, some of them were not serious in writing and not enthusiast in writing narrative text. From the reflection and discussion with the collaborator, the teacher would do some efforts to improve the students' ability in writing narrative text by using Roundtable Strategy in the next cycle. They were the teacher's voice should be louder, the teacher should pay attention on whole students, the teacher should explain more about the generic structure of narrative text and the language feature of narrative text, especially past tense and the teacher should give more guidance and direct students by using Roundtable Strategy in writing a narrative text.

4.1.2 Description of Cycle 2

Cycle 2 was conducted based on the result of reflection from cycle 1. Cycle 2 was held on three meetings and it used the similiar steps to cycle 1, plan, action, observe and reflect.

1.2.1 Revised Plan

The plan was similar to the cycle 1 but there were more some revises. The teacher prepared the lesson plan about narrative text but it

focused more on the generic structure of the narrative text and the past tense verb. The teacher also prepared the syllabus, the materials in the power point presentation, the example of the narrative text, the questions for brainstorming, students' writing test, worksheet and answer sheet for students in writing narrative text, and observation checklist and field-notes. The learning materials and the lesson plan of this research were designed based on the syllabus and the curriculum of the school and the steps of Roundtable Strategy. Observation checklist and field-notes were designed based on the lesson plan and the learning strategy that used in this research. But, the teacher was revision in the teacher and the student's observation checklist and field-notes. Most of the observations were same, but the teacher made stressed on the generic structure and past tense. Writing test was designed in essay form consisted of one question about writing a narrative text. This research had been planned to be held on 18th April 2014.

4.1.2.2 Action

This step conducted by applying Roundtable Strategy based on the revised plan. This step was consisted of three meetings. The first meeting was held on 17th April 2014. At this meeting, the teacher started the lesson by asking the students' understanding about narrative text. Then the teacher explained about the generic structured of narrative text and past tense.

The next, the teacher gave an example of narrative text and explained the generic structure of the narrative text. After that, the teacher handed out an example of narrative text and asked the students to analyze the

generic structure of narrative text and underline the verb of past tense. Then, the teacher explained about Roundtable Strategy in brief and what the students had to do.

The second meeting was conducted on 24th April 2014. This step was similar to the cycle 1. The first, the teacher gave the student two topics of writing narrative text and asked them to choose one of the topics. Then, the teacher asked the students to brainstorm their ideas about the topic by using four questions to help the students in writing their text. After that, the teacher asked the students to write a narrative text by using Roundtable Strategy. The teacher guided the students in the steps of Roundtable Strategy and monitors each group. After the time was up, the teacher asked some group to present their writing. After that, the teacher asked all students to collect their writing. At the end of the meeting, the teacher asked the students to tell about their difficulties in writing narrative text by using Roundtable Strategy. Then, the teacher gave feedback for students about their difficulties in writing narrative text by using Roundtable Strategy. The last the teacher asked the students to summarize the lesson.

The last meeting of cycle 2 was done on 25th April 2014. The teacher handed out the answer sheets and the worksheets for the students to write a narrative text individually.

This test was taken as the result of cycle 2.

4.1.2.3 Observe

In the observe step, the teacher still helped by the collaborator to fill the observation checklist and field-notes. There were two observation checklist and field-notes; observation checklist and field-notes for the teacher and observation checklist and field-notes for the students.

The first was a teacher observation checklist and field-notes. The teacher was done well in all aspects. The teacher's voice was louder. The teacher delivered the material briefly and clearly. The teacher explained the material about the generic structure of narrative text and the verb of past tense in the narrative text. Then the teacher gave the students a clear example of narrative text. The teacher can control and monitored students better than the cycle 1. Although, the teacher did not control the whole of the students but the condition of the class was more effective than the cycle 1.

The second was the student's observation checklist and field-notes. The result showed that the students' attention and participation were better than cycle 1. The students paid attention to the teacher's explanation. They also asked actively to the materials that they did not understand. They also had a better understanding about how to use Roundtable Strategy in writing narrative text. The students could follow the instruction from the teacher about the steps of using Roundtable Strategy. In their each group, the student contribution showed positive. All members of the group were contributed in writing a narrative text. They were also active in the discussion in the group

and shared their ideas about their text. In the second cycle, the students showed more enthusiasm in writing narrative text.

In short, based on the teacher and the student's observation checklist and field-notes, the teacher and the students shown improvements from the cycle 1.

In addition, there was writing ability test in the observe stage. The writing ability test was held at the end of the cycle 2. The result of the test can be seen in the appendix. The students' score in cycle 2 can be seen on the table below.

Table 4.3 The percentage of the students who passed and did not pass the standard score in Cycle 2

Category	Standard Score	Frequency	Percentage
Passed	≥ 75	21	70%
Did Not Pass	< 75	9	30%

Based on the table above, there were 21 students (70%) of 30 students (100%) pass the standard score. The researcher and the collaborator concluded that there is an improvement from cycle 1 to cycle 2. The chart below illustrates the students' improvement from the cycle 1 into cycle 2

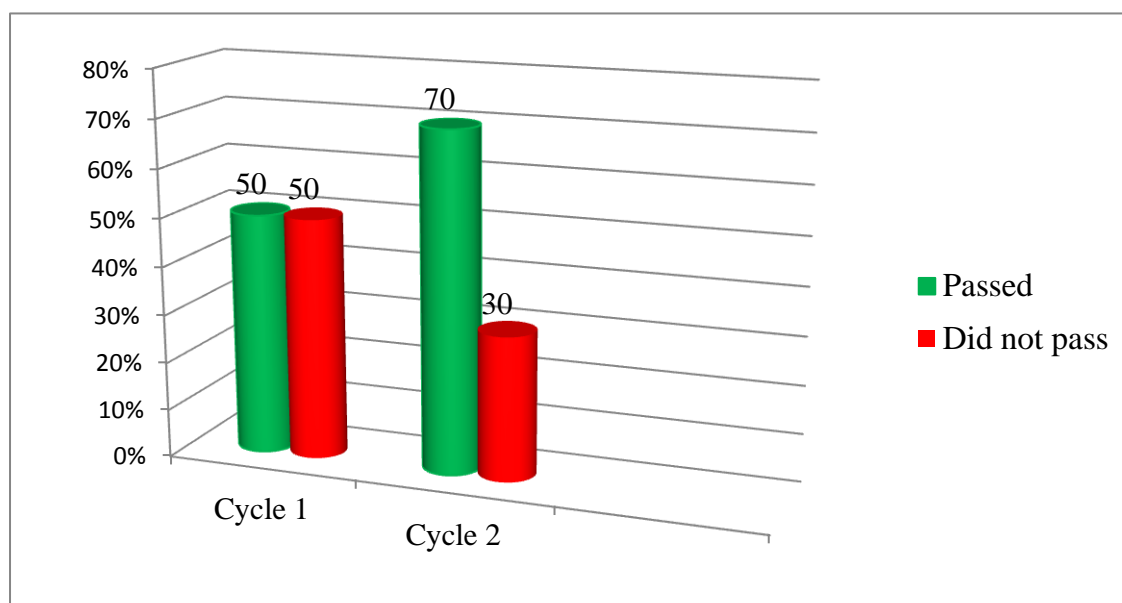


Chart 4.2 The percentage of the students who passed and did not pass the standard score from the cycle 1 to the cycle 2

4.1.2.4 Reflect

The result of the cycle 2 showed an improvement from the previous cycle. It was shown that there were 21 students (20%) students can pass the standard score which was 75. In addition, based on the analysis of observation checklist and field-notes and the discussion with the collaborator, there were some improvements both of the teacher and the students' performance in the classroom. The teacher had successfully improved the students' ability in writing narrative text by using Roundtable Strategy that was shown by the students who passed the standard score were 70%. It was achieved the indicator of success. In addition, the students' participation and attention from the start to the end of the lesson was better than the first cycle.

Furthermore, the researcher found that the students were helped by using Roundtable Strategy in writing narrative text. They could brainstorm their ideas well in their group. They also shared their ideas with the other

students to make their writing became interesting. They also helped each other in writing narrative text.

By analyzing all of the data, quantitative data of students' writing test and qualitative data of observation checklist and field-notes, the researcher found the improvement of students' ability in writing narrative text by using Roundtable Strategy. The two indicator successes of this research had been already achieved. Therefore, after having the discussions with the collaborator, the researcher decided to stop the cycle.

4.2 Findings

Based on the data description above, the research found that the result of quantitative data and the qualitative data could answer the question of this research as follows:

1. To what extent can Roundtable Strategy improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?

Based on the result of the quantitative data of the research, the Roundtable Strategy could improve 70% students of total students in writing narrative text at grade VIII C of SMPN 11 Kota Bengkulu.

The use of students' writing test as a quantitative data showed that there were improvement from the students' ability in writing narrative text. The researcher found that Roundtable Strategy can improve the students' ability in writing narrative text, especially in discovering the students' idea. The percentage of the students who passed the standard score can be seen on the table below:

Table 4.4 The percentage of the students who passed and did not pass the standard score of preliminary data, cycle 1, and cycle 2

Category	Standard Score	Preliminary Data	Cycle 1	Cycle 2
Passed	≥ 75	27%	50%	70%
Did Not Pass	< 75	73%	50%	30%

Based on the table above, there is an improvement from the students score. In the preliminary study, there are 27% students who passed the standard score. In the result of cycle 1, the students' score improves 23%; the students who passed the standard score become 50% of total students. In the result of the cycle 2, the students' score improves 20% from the cycle 1 and 43 % from the preliminary data. There are 70% students who passed the standard score. The chart below shows the students' improvement score from the preliminary data, cycle 1 and cycle 2.

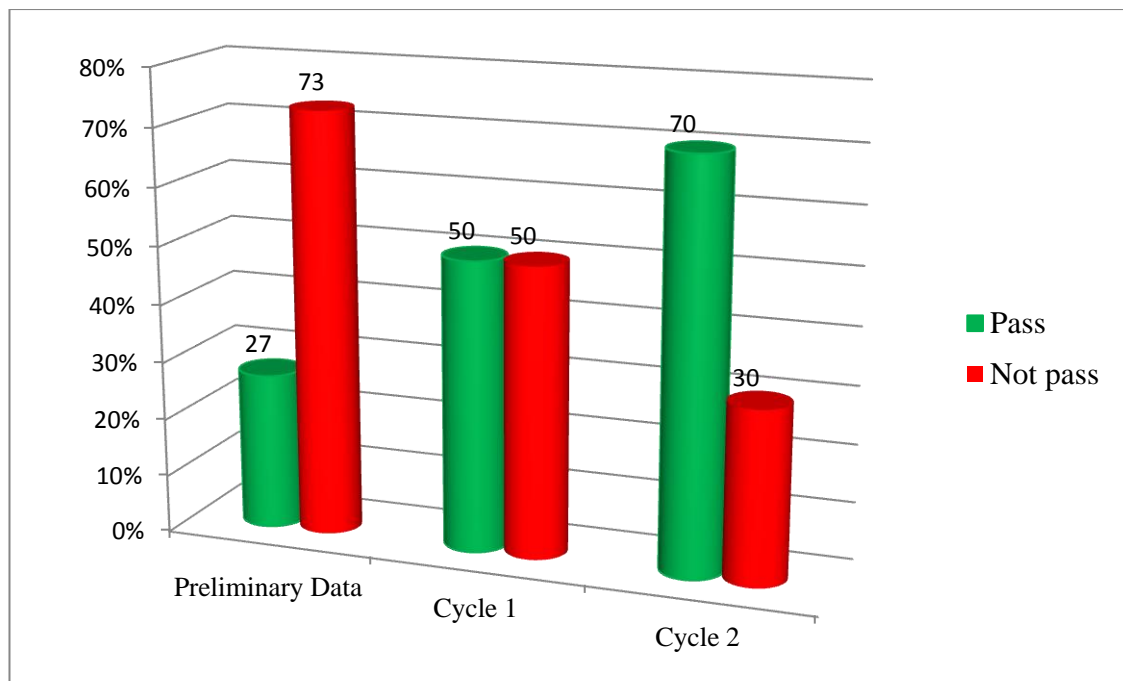


Chart 4.3 The percentage of the students who passed and did not pass the standard score of preliminary data, cycle 1, and cycle 2

Based on the chart, it can be seen that there is an improvement of students' writing ability before implemented Roundtable Strategy in writing narrative text and after implemented the Roundtable Strategy of narrative text. In the cycle 1, the students' scores increase 23% and the cycle 2 the students' score increased 43% from the preliminary data. Based on the result of the students' writing test, the researcher concluded that the use of Roundtable Strategy could improve students' writing skill which was shown by the percentage of the students who reached the score 75 was 70% of the total students 100%. It means that the indicator of success in this research has been achieved. Therefore, the research could be ended in the cycle 2.

The second question of the research:

2. What factors change the students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?

From analyzing the qualitative data; observation checklist and field-notes, the researcher found that there are two main factors that influenced the improvement of the changes of students' ability in writing a narrative text. They are the teacher and the students.

The first factor is the teacher. The teacher's factors are teacher's classroom management and teacher's explanation. Teacher's classroom management means how the teacher manages her classroom. The Roundtable Strategy is a group work strategy. It means that the teacher should be able to manage and control all students in the groups. In the cycle 2, the teacher could cover all of the students to contribute to write narrative text in their group. The teacher is also able to guide

the students in using Roundtable Strategy. It makes the process of learning more effective and efficient.

In addition, the teacher's explanation was delivered clearly for the student. The teacher explained the material louder. The voice was able to be heard by all of the students. It made all of the students enthusiast toward the teacher's explanation. The teacher also re-explained to the group who did not understand. It made them having better understanding about the material. It was as stated by the following students:

"Miss membantu saya menulis teks narrative dan mana yang saya tidak mengerti, miss selalu membantu"(Miss helped me in writing narrative text and explained the unclear parts).

-(Student 1)

Another student said:

"Awalnya kami tidak ngerti dengan menulis yang berkelompok bergantian, tapi miss terus menjelaskan sama kami, jadi sekarang kami ngerti"(at the first, I did not understand about the Roundtable Strategy, but Miss always explained to me the unclear parts, so, now I understand about Roundtable Strategy.

- (Student 2)

The other student said:

"Miss banyak bantu kami dalam menulis dan ngasih tahu cara menulis yang benar, sehingga kami jadi lebih mudah menulis" (miss helps me in writing and explains how to write well, so it makes me easier in writing).

-(Student 3)

In short, based on the observation checklist and field-notes and interview, the first factor that influenced the students' ability in writing was the teacher's factors (the teacher's classroom management and the teacher's explanation).

The second factor is the students. There are students' attention, participation and interest. In the cycle 2, all of the students paid attention to the teacher's

explanation. They took notes and asked about the material actively. The students also showed a positive participation in their group. All of the students were contributed in writing in their group and were active in the discussion to share their ideas about the text. The last, the students were more interested in writing. The students' thought that writing in a group was better than individually, because in their group they could help each other in writing well, shared opinions about the events of the story and discuss how to make the interesting story.

Based on the result of the interview, one student said:

“Saya suka belajar menggunakan strategy Roundtable karena saya saling membantu dengan teman dan dapat mengeluarkan pendapat dan bias diskusi dengan teman” (I like study by using Roundtable Strategy because I can help each other and I can share my opinion and I can discuss with my friend). - (Student 4)

In addition, another student said:

“Saya suka berkelompok, karena mengasikan dan menyenangkan memebuat cerita berkelompok seperti itu” (I like being in the group because it was diverting and gratify). - (Student 5)

Moreover, the other student said:

“Saya suka dengan Roundtable Strategy karena belajar bersama lebih mengetahui titik kesalahan dan bias bertukar fikiran” (I like using Roundtable Strategy because from studying together we are easier to know the mistakes and we can share our opinion). - (Student 6)

In short, based on the observation checklist and field-notes and interview, the second factors that influenced the students' ability in writing were students' factor (attention, participation and interest).

Based on the explanation above, the improvement of students' ability in writing a narrative text was influenced by two factors. There were the teacher's factor (the teacher's classroom management and the teacher's explanation) and the students' factor (attention, participation and interest).

4.3 Discussion

Based on the result of the cycle, there is an improvement of students' ability in writing a narrative text after implementing the Roundtable Strategy. The improvement of the students' ability in writing by using Roundtable Strategy was supported the previous research by Handayani (2012) and Sinta (2011). The first, Handayani (2012) found that the students who are taught by using Roundtable technique have better writing skill than those who are taught using direct instruction, the students who have high intelligence have better writing skill than those who have low intelligence and there is no interaction between teaching techniques and students' intelligence level in teaching writing. The second, Sinta (2011) found that most students were interested in the teaching activities by using the Roundtable technique in writing hortatory exposition text.

In short, both of the researchers found that Roundtable Strategy can enhance students' ability in writing a text. The differences between this research and the previous research are the researcher focused on solving students' difficulties in brainstorming their ideas in writing narrative text by using the Roundtable Strategy in VIII C of SMPN 11 Kota Bengkulu. Meanwhile, the similarity was the result of this research. This research found that the Roundtable Strategy could improve the students in writing.

The success of this research is influenced by two factors; the teacher's factor and the students' factor. The teacher's factor was the teacher's classroom management and the teacher's explanation. Classroom management is one of the important aspect in process of teaching. It is supported by Froyen and Iverson (1999) who stated that creating an effective classroom management is essential for the students. In this research, the teacher had a better classroom management in the cycle 2. The teacher could control the students in the group and make all members of the group participating to write narrative text. The teacher also guided the students and explained them clear instruction. It made the students easier to follow the strategy to write a narrative text.

Second, the teacher's explanation. the teacher's explanation was an important aspect for the success of this research. It confirms the theory by Brown (1978) who stated that the a clear explanation is necessary to present the materials in a way that allows the students to develop an understanding about the topic. In the cycle 2, the teacher explained the material clearly and the teacher's voice was louder. It made the students easier to listen to the teacher's explanation and made them easier to understand the materials.

Meanwhile, the students' factors are students' attention, participation and interest. The students' attention to the teacher's explanation has some affected to their understanding about the narrative text, generic structure of narrative text, and the verb of past tense. It makes the students having a better understanding about the steps on Roundtable Strategy and what they had to do in their group.

The students' participation was also important in this research. According to Davis (1999), the students thought that participation was "essential" to their own

learning. In the cycle 2, the students actively participated in the group discussion to share their opinion and confirms their understanding among each other. They also participated to write narrative text in the group. It made them learn how to make a narrative text well. It also supported by theory of Hill (2012) who stated that an important mode of feedback is reaction of feedback. The students made corrections between them selves. It made them developing their understanding about a good writing and being them more confident in writing.

The students were also more interested in writing. The students thought that writing in a group was better than individually. It confirms the theory Quinn (2004) who stated that Roundtable Strategy is a good strategy to make students briefer to express themselves to express their ideas and generate it with each other.

The finding of the research also in line with the theory of Alberta (2008) who stated that Roundtable is a strategy to provide students with an opportunity to share ideas, express opinions and create written text in quick and efficient fashion. The students who are taught by using Roundtable Strategy could explore their ideas well. In the brainstorming part, the students are helping each other to find new ideas in writing a narrative text. It could be seen from the result of the test that the students could write a creative narrative text.

During the process, there was cooperation in the process of writing narrative text among the students while using the Roundtable Strategy. This means that there is an implementation of cooperative learning in which one of the strategies is Roundtable Strategy (Kagan and Kagan, 2000).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research described in the previous chapter, the researcher concluded that:

1. Roundtable Strategy could improve 70% students of total students in writing narrative text at grade VIII C of SMPN 11 Kota Bengkulu.
2. There were two factors that influenced the improvement of students' ability in writing narrative text; the teacher's factors (the teacher's classroom management and the teacher's explanation) and the students' factors (the students' attention, participation and interest) .

To sum up, the researcher concludes that the Roundtable Strategy can improve students' ability in writing a narrative text and students' attention, participation and interest in learning especially at grade VIII C of SMPN 11 Kota Bengkulu 2013/2014 academic year.

5.2 Suggestion

Based on the conclusion above, the researcher suggests some points that might be useful for the teacher and further researches:

1. English teachers can use Roundtable Strategy as a strategy in teaching writing especially writing narrative text. Besides that, the teacher should consider about the explanation and the students' understanding.

2. Roundtable Strategy is recommended for English teachers to brainstorm the students' ideas in writing a narrative text, because the students can share their opinions with the others.
3. The further researchers can use Roundtable Strategy by using other types of text beside narrative text and for improving writing in another grade.

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APPENDICES

Appendix 1

TEACHER'S OBSERVATION CHECKLIST AND FIELD-NOTES

School : SMP Negeri 11 Kota Bengkulu
 Class : VIII C
 Subject : English
 Meeting/Date : 1-2/ 27-03-2014
 Cycle : 1
 Time : 2 x 45 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher informs the students about the subject of material, the purpose of the material, and also the characters that the students should be reached.	√		The Teacher did it well
While – Teaching				
2	The teacher explains a narrative text. <ul style="list-style-type: none"> • What a narrative text is and kind of narrative text • Generic structures of a narrative text • Language features that are used in a narrative text 	√		The teacher explains the material clearly by using powerpoint presentation.
3	The teacher explains examples of a narrative text	√		The teacher give some example in powerpoint
4	The teacher introduces the function of roundtable strategy in writing	√		The teacher did it clearly

6	The teacher gives a topic to write narrative text	√		The Teacher gives two topics
7	The teacher gives questions to the students to brainstorm their ideas in writing narrative text	√		The Teacher gives four questions
8	The teacher guides the students to use roundtable strategy	√		The Teacher did it well. The teacher gives clear instruction to the students
9	The teacher monitors the students while using roundtable strategy	√		The Teacher did it well. The teacher monitors all of the groups.
Post – Teaching				
10	The teacher asks the students about the difficulties in learning narrative text by using roundtable strategy	√		The Teacher did it well
11	The teacher provides feedback	√		The Teacher did it well
12	The teacher asks the students to summarize the lesson	√		The Teacher did it well

Collaborator,



Azimar, S.pd
NIP.196403241988032005

Appendix 2

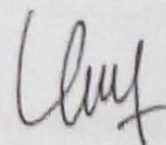
STUDENTS' OBSERVATION CHECKLIST AND FIELD-NOTES

School : SMP Negeri 11 Kota Bengkulu
 Class : VIII C
 Subject : English
 Meeting/Date : 1-2/27-03-2014
 Cycle : 1
 Time : 2 x 45 minutes

No	Students	Yes	No	Notes
1	The students understand about the subject of material, the purpose of the material, and also the characters that they should be reached.	√		Almost all of the students understand about the subject of the material.
2	The students understand about a narrative text. <ul style="list-style-type: none"> • What a narrative text is and kind of narrative text • Generic structures of a narrative text • Language features that are used in a narrative text 	√		Some of the students understand about narrative text but there are some students still confused about past tense.
3	The students understand the examples of a narrative text	√		The students understand the example of narrative text and some of them give others example of narrative text
4	The students understand the function of roundtable strategy in writing	√		The students are understand about roundtable strategy but they are confused about the steps to write narrative text by using roundtable strategy
5	The students pay attention to the teacher's explanation.	√		All of the students taking notes and attention to the the teacher's explanation

7	The students write a narrative text by using roundtable strategy enthusiastically	√		all students member in the group write the narrative text
8	The students contribute to write narrative text in their group	√		Each member in the group gives contribution in write a narrative text
9	The students participate in discussion in their group	√		Almost all member in their group give their opinion in the discussion
10	The students check their writing before it is collected	√		Almost all member in their group help each other to chek their writing
11	The students ask the material that they do not understand yet.	√		The students ask some question about past tense
12	The students summarize the materials	√		The students summarize the lesson together

Collaborator,



Azimar, S.pd

NIP.196403241988032005

Appendix 3

TEACHER'S OBSERVATION CHECKLIST AND FIELD-NOTES

School : SMP Negeri 11 Kota Bengkulu
 Class : VIII C
 Subject : English
 Meeting/Date : 3-4/ 24-04-2014
 Cycle : 2
 Time : 2 x 45 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher informs the students about the subject of material, the purpose of the material, and also the characters that the students should be reached.	√		The Teacher did it well
While – Teaching				
2	The teacher explains more about : <ul style="list-style-type: none"> • Generic structures of a narrative text • Past tense 	√		The Teacher did it well and using powerpoint presentation
3	The teacher explains generic structure and past tense in the examples of a narrative text	√		The teacher give clear part of generic structure in the example and underline some verb past tense and ask students to find more verb past tense in the example
4	The teacher explain more about the steps of roundtable strategy in writing	√		The Teacher did it well
5	The teacher provides an example of writing a narrative text by using roundtable strategy	√		The Teacher did it well

6	The teacher gives a topic to write narrative text	√		The Teacher gives two topics
7	The teacher gives questions to the students to brainstorm their ideas in writing narrative text	√		The Teacher gives four questions
8	The teacher guides the students to use roundtable strategy	√		The Teacher did it well. The teacher gives clear instruction to the students
9	The teacher monitors the students while using roundtable strategy	√		The Teacher did it well. The teacher monitors all of the groups.
Post – Teaching				
10	The teacher asks the students about the difficulties in learning narrative text by using roundtable strategy	√		The Teacher did it well
11	The teacher provides feedback	√		The Teacher did it well
12	The teacher asks the students to summarize the lesson	√		The Teacher did it well

Appendix 4

STUDENTS' OBSERVATION CHECKLIST AND FIELD-NOTES

School : SMP Negeri 11 Kota Bengkulu
Class : VIII C
Subject : English
Meeting/Date : 3-4/ 24-04-2014
Cycle : 2
Time : 2 x 45 minutes

No	Students	Yes	No	Notes
1	The students understand about the subject of material, the purpose of the material, and also the characters that they should be reached.	√		Almost all of the students understand about the subject of the material.
2	The students understand about : <ul style="list-style-type: none">• Generic structures of a narrative text• Past tense	√		The students more understand about the generic structure and the verb past tense.
3	The students understand about the generic structure and past tense in the examples of a narrative text	√		The students know the different of the generic structure and they can find the verb of past tense in the example
4	The students understand about the steps of roundtable strategy in writing	√		The students more understand about the steps in roundtable strategy
5	The students pay attention to the teacher's explanation.	√		All of the students pay attention to the teacher explanation and they are taking notes about the material
6	The students discuss about the materials actively.	√		The students ask to the teacher about the material that they are not understand

7	The students write a narrative text by using roundtable strategy enthusiastically	√		all students member in the group write the narrative text
8	The students contribute to write narrative text in their group	√		Each member in the group gives contribution in write a narrative text
9	The students participate in discussion in their group	√		Almost all member in their group give their opinion in the discussion
10	The students check their writing before it is collected	√		Almost all member in their group help each other to chek their writing
11	The students ask the material that they do not understand yet.	√		The students ask some question about past tense
12	The students summarize the materials	√		The students summarize the lesson together

Appendix 5

Questions for Interview

Questions
1. Do you like studying writing by using roundtable strategy? Why? Apakah kamu suka belajar menulis menggunakan strategi roundtable? kenapa?
2. Does roundtable strategy help you writing narrative text? Why? Apakah roundtable strategi membantu kamu dalam menulis teks naratif? Kenapa?
3. Do you have difficulties in using roundtable strategy? What are they? Apakah kamu mempunyai kesulitan dalam menggunakan strategi roundtable? Apa sajakah itu?
4. Does your teacher help you in writing narrative text by using roundtable strategy well? In what ways? Apakah gurumu membantu dalam menulis naratif teks dengan strategi roundtable dengan baik? Dengan cara apa?
5. Does your writing score improve? In your opinion, what factors influenced your writing score? Apakah nilai menulismu meningkat? Menurutmu, faktor apa sajakah yang mempengaruhi nilaimu?

Appendix 6

SILABUS

Sekolah : SMP NEGERI 11 KOTA BENGKULU
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>Teks fungsional :</p> <ul style="list-style-type: none"> - undangan - pengumuman - pesan singkat <p>• Teks Essai <i>narrative / recount</i></p> <p>• Ciri kebahasaan teks <i>narrative / recount</i></p> <p>• Langkah retorika teks <i>narrative / recount</i></p>	<p>1. Review tujuan komunikasi dan ciri-ciri kebahasaan teks fungsional pendek terkait materi</p> <p>2. Menulis kalimat sederhana untuk menggunakan, mengumumkan, mengumumkan, pesan singkat dengan sopan</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek dengan cerman dan teliti</p>	<p>Menulis teks fungsional pendek berbentuk :</p> <ul style="list-style-type: none"> - Pengumuman - Undangan - pesan singkat <p>Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar</p>	<p>Tes tulis</p> <p>Tes tertulis</p>	<p><i>Essay</i></p> <p>Uraian</p>	<p>1. <i>Write sentences based on the situation given</i></p> <p>2. <i>Complete the text using suitable word / words.</i></p> <p>3. <i>Write a text of invitation on your farewell party</i></p>	<p>2 x 40 menit</p> <p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Bendera sekitar</p> <p>1. Buku</p>	<p>Sopan</p> <p>Cermat</p> <p>Teliti</p> <p>Kerjasama</p> <p>Mandiri</p> <p>Percaya diri</p>

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>		1. Review ciri kebahasaan teks <i>narrative</i> 2. Membuat kalimat sederhana terkait teks <i>narrative</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> dengan <i>kerja sama</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> dengan <i>mandiri</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding <i>percaya diri</i>				<p><i>Write a short narrative text based on:</i></p> <p>a. <i>The story you have ever read.</i></p> <p>b. <i>Series of pictures given.</i></p>	teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar terkait	
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Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMPN 11 Kota Bengkulu
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit (1x pertemuan)
Jenis Teks	: Narrative Text
Skill	: Menulis
Tahun Ajaran	: 2013-2014
Pertemuan	: 1

Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

A. Indikator Pencapaian Kompetensi:

1. Kognitif

a. Process

- Diperlihatkan dan dijelaskan beberapa jenis teks naratif
- Diperlihatkan contoh teks naratif dan dijelaskan *generic structure* dan *language feature* dari teks naratif

b. Product

- Siswa dapat mengidentifikasi teks naratif dan membedakan jenis teks naratif
- Siswa dapat mengidentifikasi *generic structure* dan *language feature* dari teks naratif

2. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

3. Psikomotor

- Siswa mengidentifikasi jenis teks naratif

- Siswa mengidentifikasi *generic structure* dan *language feature* dari teks naratif

B. Tujuan Pembelajaran:

1. Kognitif

c. Process

- Siswa dapat mengidentifikasi teks naratif dan membedakan jenis teks naratif
- Siswa dapat mengidentifikasi *generic structure* dan *language feature* dari teks naratif

d. Product

- Siswa mampu mengidentifikasi teks naratif dan membedakan jenis teks naratif
- Siswa mampu mengidentifikasi *generic structure* dan *language feature* dari teks naratif

2. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

3. Psikomotor

- Siswa mampu mengidentifikasi jenis teks naratif
- Siswa mampu mengidentifikasi *generic structure* dan *language feature* dari teks naratif

C. Materi Pembelajaran

1. Narrative Text

Social Function:

To amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic (Schematic) Structure:

1. Orientation: sets the scene and introduces the participants
2. Complication: a crisis arises
3. Resolution: the crisis is resolved, for better or for worse

Significant Lexicogrammatical Features:

Focus on specific and usually individualized participants

Use of material processes
Use of relational and mental processes
Use of temporal conjunctions and temporal circumstances
Use of past tense

Kinds of narrative text

2.

1. A true story is a true story is personal's experience of a character in the story
2. A fable is a kind of narrative text with the main character is an animal that has attitude like human
3. A folktale is a typical of folk story. It tells about magical story.

3. Simple Past Tense

Subject + To Be (Was, Were) + Object

Subject + Verb.II + Object

Examples:

- ✓ I **was** a student.
- ✓ I **went** to school.

4. Contoh teks naratif

In the past era, there was a beautiful young girl named Cinderella. He lived with his mother and two sisters. mother and sister arrogant and bad tempered . They treated Cinderella very badly. Step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family . Second step sister, on the other hand , does not work on the house . Their mother gave them many handsome dresses to wear. One day, two half-brothers received an invitation to the ball that the king 's son would give at the palace .

They were excited about this and spent so much time choosing the dresses they would wear . Finally , the ball came , and away went the sisters . Cinderella could not help crying after they left . Why are crying, Cinderella ? the voice asked . He looked up and saw her fairy godmother standing beside her , because I wanted to go to the ball Cinderella . Well godmother said , you've been such a cheerful , hardworking , uncomplaining girl that I will see that you go to the ball . Magic , fairy godmother turned a pumpkin into a coach and mice into a smooth two coachman and footman . Her godmother tapped Cinderella's dress with her wand , and it became a beautiful ball gown .

Then he gave her a pair of pretty glass slippers . Now , Cinderella , she said , you have to go before midnight . Then he drove away a wonderful coach . Cinderella had a marvelous time either . She danced again and again with the king 's son . Suddenly the clock began to strike twelve , she ran toward the door as fast as he could do . In her hurry , one of her glass slipper behind . A few days later , the child king declared that he would marry the girl whose feet fitted the glass slipper . Stepsisters try on shoes but it was too small for them , no matter how hard they squeezed their toes into it .

In the end , the king's page let Cinderella try the shoes. He stretched his legs and slipped the shoes on the page . It fitted perfectly. Finally , he was ushered into a

D. Model/ Metode Pembelajaran

- Model Pembelajaran: Pembelajaran Kelompok
- Pendekatan Pembelajaran: *Rondtable Strategy*

E. Metode pembelajaran

PRE TEACHING		
No	GURU	SISWA
1.	Guru mengucapkan salam dan menyiapkan siswa untuk belajar	Students answer the teacher's greeting
2.	guru mengabsen siswa	Students report their attendance.
3.	Guru mengecek kondisi ruangan kelas	Siswa menyiapkan diri untuk belajar
4.	berdoa	berdoa.
5.	<ul style="list-style-type: none">✓ Guru memperlihatkan beberapa gambar kepada siswa untuk kegiatan brainstorming✓ Guru menayakan kepada siswa mengenai gambar tersebut✓ Guru menjelaskan tujuan mengajar dan indikator pembelajaran	<ul style="list-style-type: none">✓ Siswa memperhatikan gambar✓ Siswa menjawab pertanyaan guru
WHILST TEACHING		
7.	Guru menjelaskan mengenai pengertian teks naratif, jenis teks naratif dan <i>language feature</i> dan <i>generic structure</i> dari teks naratif	Siswa mendengarkan penjelasan guru
8.	Guru memperlihatkan kepada siswa contoh teks naratif	Siswa melihat contoh teks naratif
9	Guru meminta siswa membaca teks naratif tersebut	Siswa membaca teks naratif
10	Guru menyuruh siswa mengidentifikasi informasi apa saja yang dapat diperoleh di tiap paragraf	Siswa mengidentifikasi setiap paragraf

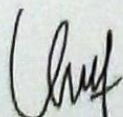
12	Guru meminta siswa untuk menggaris bawah kata kerja yang ada pada teks	Siswa mengidentifikasi kata kerja dan dialog
13	Guru meminta siswa untuk mengidentifikasi dialog yang ada pada teks	
14	Guru meminta beberapa siswa untuk memberikan contoh kata kerja	Beberapa siswa menunjukkan beberapa kata kerja yang ada pada teks
15	Guru menjelaskan mengenai roundtable strategy	Siswa memperhatikan penjelasan guru
16	Guru membagi siswa berkelompok, 1 kelompok terdiri dari 4	siswa duduk dalam kelompok
POST TEACHING		
17	Guru meminta siswa untuk menayakan hal yang belum jelas dan menceritakan kesulitan yang dialami mengenai pelajaran	Siswa bertanya kepada guru dan menceritakan kesulitan yang dialami
18	Guru meminta siswa untuk meringkas pelajaran	Siswa meringkas pelajaran
19	Guru memberikan timbal balik	Siswa mendengarkan guru
20	Guru mengakhiri pelajaran dan memberitahu tentang topik pelajaran selanjutnya	Siswa mengucapkan terimakasih

F. Media: series of pictures, Laptop, LCD, a whiteboard and board markers

G. Sumber Belajar: English book for Junior High School Grade VIII

Bengkulu, 21 Maret 2014

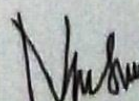
Collaborator,



Azimar, S.Pd

NIP.196403241988032005

Peneliti,



Nurhasanah

NPM. A1B010041

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMPN 11 Kota Bengkulu
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit (1x pertemuan)
Jenis Teks	: Narrative Text
Skill	: Menulis
Tahun Ajaran	: 2013-2014
Pertemuan	: 2

Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

A. Indikator Pencapaian Kompetensi:

4. Kognitif

a. Process

- Diperlihatkan topik untuk membuat teks naratif

b. Product

- Siswa dapat membuat teks naratif

c. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

d. Psikomotor

- Melatihkan siswa membuat teks naratif

B. Tujuan Pembelajaran:

1. Kognitif

a. Process

- Siswa dapat membuat teks naratif

b. Product

- Siswa mampu membuat teks naratif

4. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

5. Psikomotor

- Siswa mampu dilatihkan membuat teks naratif

C. Materi Pembelajaran

Topik :

1. Folktales in Indonesia
2. Folktales in Foreign country

H. Model/ Metode Pembelajaran

- Model Pembelajaran: Pembelajaran Kelompok
- Pendekatan Pembelajaran: *Rondtable Strategy*

I. Metofe pembelajaran

<i>PRE TEACHING</i>		
No	GURU	SISWA
1.	Guru mengucapkan salam dan menyiapkan siwa untuk belajar	Students answer the teacher's greeting
2.	guru mengabsen siswa	Students report their attendance.
3.	Guru mengecek kondisi ruangan kelas	Siswa menyiapkan diri untuk belajar

4.	berdoa	berdoa.
5.	<ul style="list-style-type: none"> ✓ Guru memperlihatkan beberapa beberapa topik kepada siswa ✓ Guru meminta siswa untuk memilih satu ✓ Guru menjelaskan tujuan mengajar dan indikator pembelajaran 	<ul style="list-style-type: none"> ✓ Siswa memperhatikan topik ✓ Siswa memilih satu topik
	<i>WHILST TEACHING</i>	
6	Guru menerangkan kembali mengenai naratif text	Siswa mendengarkan penjelasan guru
7.	Guru meminta siswa untuk membuat naratif teks berdasarkan topik dengan step roundtable strategy	Siswa membuat teks naratif dengan strategy roundtable
8	Guru meminta beberapa siswa untuk memperlihatkan teks yang sudah dibuat yang dibuat	Siswa memperlihatkan kalimat yang sudah dibuat
	<i>POST TEACHING</i>	
9	Guru meminta siswa untuk menayakan hal yang belum jelas dan menceritakan kesulitan yang dialami mengenai pelajaran	Siswa bertanya kepada guru dan menceritakan kesulitan yang dialami
10	Guru meminta siswa untuk meringkas pelajaran	Siswa meringkas pelajaran
11	Guru memberikan timbal balik	Siswa mendengarkan guru
12	Guru mengakhiri pelajaran dan memberitahu tentang topik pelajaran selanjutnya	Siswa mengucapkan terimakasih

J. Media: series of pictures, Laptop, LCD, a whiteboard and board markers

K. Sumber Belajar: English book for Junior High School Grade VIII

L. Penilaian

Indicator	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Writing a narrative text	Menggunakan rubrik dari Glencoe (2007)	A writing composition test	Write a narrative text based on the topic

Bengkulu, 27 Maret 2014

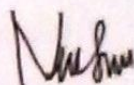
Collaborator,



Azimar, S.Pd

NIP.196403241988032005

Peneliti,



Nurhasanah

NPM. A1B010041

Lampiran 1

Rubric for Assessing Student Writing: Folktale (Glencoe, 2007)

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative fulfills its purpose by telling a story using all of the elements of a folktale. • The story is appropriate for its intended audience. • The story takes place in the past. • Time order is used to organize the story's events. 	<p>Comments</p> <p><i>Score / 35</i></p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Enough details are provided to describe the setting and characters. • The writing includes a protagonist who tries to do good and may have special powers. • The writing includes an evil antagonist, which may be a character or a force of nature. • The story contains a theme or central message. • Writer uses the third-person point of view correctly and consistently. 	<p>Comments</p> <p><i>Score / 35</i></p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed except where inappropriate. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p><i>Score / 30</i></p>

STEP OF WRITING ACTIVITY BASED ON ROUNDTABLE STRATEGY

(The researcher will only use roundtable strategy in planning and drafting activity)

Planning	<ul style="list-style-type: none"> Brainstorming The students will brainstorm their ideas by using roundtable strategy, as the following step of roundtable strategy. The teacher gives four questions. One question will be asked for one round based on the time(5 minutes for one round). Therefore, there four round of roundtable strategy. The questions are: <ol style="list-style-type: none"> Who will be in the story? Where will the story take place? What will the problem in the story? How will it resolved?
Drafting	<ol style="list-style-type: none"> The teacher will hand out the answer sheet that had prepared by the teacher One group will produce one text. It means that in each group of 4 students will produce 1 different texts. The teacher gives ten minutes for students to make each paragraph of narrative text (orientation, complication arise and climaxes, and resolution). Each paragraph will be written by different student. There are replacement of text in each 10 minutes. The first writer will write the orientation part. At the end of ten minutes, he must stop. Then, he pass the papers to the right. The second writer will continue to write the beginning of complication. At the end of ten minutes, he stop again and pass their papers. The third writer has 10 minutes to continue the complication. Finally, The forth writer has 10 minutes to write the resolution of the text.
Editing	Each student will edit his own text during 10 minutes

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMPN 11 Kota Bengkulu
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit (1x pertemuan)
Jenis Teks	: Narrative Text
Skill	: Menulis
Tahun Ajaran	: 2013-2014
Pertemuan	: 3

Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

A. Indikator Pencapaian Kompetensi:

5. Kognitif

e. Process

- Diperlihatkan contoh teks naratif dan dijelaskan *generic structure* teks naratif dan penggunaan *past tense* dalam teks naratif

f. Product

- Siswa dapat mengidentifikasi *generic structure* teks naratif dan penggunaan *past tense* dalam teks naratif

6. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

7. Psikomotor

- Siswa mengidentifikasi *generic structure* teks naratif dan penggunaan *past tense* dalam teks naratif

B. Tujuan Pembelajaran:

1. Kognitif

g. Process

- Siswa dapat mengidentifikasi *generic structure* teks naratif dan penggunaan *past tense* dalam teks naratif

h. Product

- Siswa mampu mengidentifikasi *generic structure* teks naratif dan penggunaan *past tense* dalam teks naratif

6. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

7. Psikomotor

- Siswa mampu mengidentifikasi *generic structure* teks naratif
- Siswa mampu mengidentifikasi *past tense* dalam teks naratif

C. Materi Pembelajaran

5. Narrative Text

Generic (Schematic) Structure:

4. Orientation: sets the scene and introduces the participants
5. Complication: a crisis arises
6. Resolution: the crisis is resolved, for better or for worse

Significant Lexicogrammatical Features:

Focus on specific and usually individualized participants

Use of material processes

Use of relational and mental processes

Use of temporal conjunctions and temporal circumstances

Use of past tense

6. Simple Past Tense

Subject + To Be (Was, Were) + Object

Subject + Verb.II + Object

Examples:

- ✓ I was a student.
- ✓ I went to school.

7. Contoh teks naratif

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

M. Model/ Metode Pembelajaran

- Model Pembelajaran: Pembelajaran Kelompok
- Pendekatan Pembelajaran: *Rondtable Strategy*

N. Metode pembelajaran

PRE TEACHING		
No	GURU	SISWA
1.	Guru mengucapkan salam dan menyiapkan siswa untuk belajar	Students answer the teacher's greeting
2.	guru mengabsen siswa	Students report their attendance.
3.	Guru mengecek kondisi ruangan kelas	Siswa menyiapkan diri untuk belajar
4.	Berdoa	berdoa.
5.	<ul style="list-style-type: none"> ✓ Guru memperlihatkan beberapa gambar kepada siswa untuk kegiatan brainstorming ✓ Guru menayakan kepada siswa mengenai gambar tersebut ✓ Guru menjelaskan tujuan mengajar dan indikator pembelajaran 	<ul style="list-style-type: none"> ✓ Siswa memperhatikan gambar ✓ Siswa menjawab pertanyaan guru
WHILST TEACHING		
7.	Guru menjelaskan mengenai <i>language feature</i> dan <i>generic structure</i> dari teks naratif	Siswa mendengarkan penjelasan guru
8.	Guru memperlihatkan kepada siswa contoh teks naratif	Siswa melihat contoh teks naratif
9	Guru meminta siswa membaca teks naratif tersebut	Siswa membaca teks naratif
10	Guru menyuruh siswa mengidentifikasi informasi apa saja yang dapat diperoleh di tiap paragraf	Siswa mengidentifikasi setiap paragraf
11	Guru meminta siswa untuk mengidentifikasi <i>generic sturcture</i> dari teks	Siswa mengidentifikasi <i>generic structure</i> dari teks
12	Guru meminta siswa untuk menggaris bawahi kata kerja yang ada pada teks	Siswa mengidentifikasi kata kerja dan dialog
13	Guru meminta siswa untuk mengidentifikasi dialog yang ada pada teks	

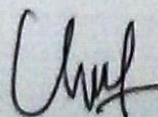
14	Guru meminta beberapa siswa untuk memberikan contoh kata kerja	Beberapa siswa menunjukkan beberapa kata kerja yang ada pada teks
15	Guru menjelaskan mengenai roundtable strategy	Siswa memperhatikan penjelasan guru
16	Guru membagi siswa berkelompok, 1 kelompok terdiri dari 4	siswa duduk dalam kelompok
17	Guru melatih siswa mengenai step-step dari roundtable strategy untuk membuat beberapa kalimat dalam satu paragraph berdasarkan pertanyaan dari guru	Siswa melatih langkah-langkah roundtable strategy dan membuat beberapa kalimat
18	Guru meminta beberapa siswa untuk memperlihatkan kalimat yang dibuat	Siswa memperlihatkan kalimat yang sudah dibuat
POST TEACHING		
19	Guru meminta siswa untuk menyakan hal yang belum jelas dan menceritakan kesulitan yang dialami mengenai pelajaran	Siswa bertanya kepada guru dan menceritakan kesulitan yang dialami
20	Guru meminta siswa untuk meringkas pelajaran	Siswa meringkas pelajaran
21	Guru memberikan timbal balik	Siswa mendengarkan guru
22	Guru mengakhiri pelajaran dan memberitahu tentang topik pelajaran selanjutnya	Siswa mengucapkan terimakasih

F. Media: series of pictures, Laptop, LCD, a whiteboard and board markers

G. Sumber Belajar: English book for Junior High School Grade VIII

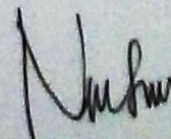
Bengkulu, 17 April 2014

Collaborator,



Azimar, S.Pd
NIP.196403241988032005

Peneliti,



Nurhasanah
NPM. A1B010041

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMPN 11 Kota Bengkulu
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit (1x pertemuan)
Jenis Teks	: Narrative Text
Skill	: Menulis
Tahun Ajaran	: 2013-2014
Pertemuan	: 4

Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

A. Indikator Pencapaian Kompetensi:

8. Kognitif

e. Process

- Diperlihatkan topik untuk membuat teks naratif

f. Product

- Siswa dapat membuat teks naratif

g. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

h. Psikomotor

- Siswa membuat teks naratif

B. Tujuan Pembelajaran:

1. Kognitif

c. Process

- Siswa dapat membuat teks naratif

d. Product

- Siswa mampu membuat teks naratif

8. Afektif

Karakter siswa yang diharapkan guru :

- Rajin
- Bertanggung jawab
- Dapat dipercaya
- Kepedulian
- Berani

9. Psikomotor

- Siswa mampu mem buat teks naratif

C. Materi Pembelajaran

Topik :

3. Folktales in Indonesia
4. Folktales in Foreign country

Q. Model/ Metode Pembelajaran

- Model Pembelajaran: Pembelajaran Kelompok
- Pendekatan Pembelajaran: *Rondtable Strategy*

R. Metofe pembelajaran

<i>PRE TEACHING</i>		
No	GURU	SISWA
1.	Guru mengucapkan salam dan menyiapkan siwa untuk belajar	Students answer the teacher's greeting
2.	guru mengabsen siswa	Students report their attendance.
3.	Guru mengecek kondisi ruangan kelas	Siswa menyiapkan diri untuk belajar
4.	berdoa	berdoa.

5.	<ul style="list-style-type: none"> ✓ Guru memperlihatkan beberapa beberapa topik kepada siswa ✓ Guru meminta siswa untuk memilih satu ✓ Guru menjelaskan tujuan mengajar dan indikator pembelajaran 	<ul style="list-style-type: none"> ✓ Siswa memperhatikan topik ✓ Siswa memilih satu topik
	WHILST TEACHING	
6	Guru menerangkan kembali mengenai naratif text	Siswa mendengarkan penjelasan guru
7.	Guru meminta siswa untuk membuat naratif teks berdasarkan topik dengan step roundtable strategy	Siswa membuat teks naratif dengan strategy roundtable
8	Guru meminta beberapa siswa untuk memperlihatkan teks yang sudah dibuat yang dibuat dan mengumpulkannya kepada guru	Siswa memperlihatkan kalimat yang sudah dibuat dan mengumpulkan teksnya kepada guru
	POST TEACHING	
9	Guru meminta siswa untuk menayakan hal yang belum jelas dan menceritakan kesulitan yang dialami mengenai pelajaran	Siswa bertanya kepada guru dan menceritakan kesulitan yang dialami
10	Guru meminta siswa untuk meringkas pelajaran	Siswa meringkas pelajaran
11	Guru memberikan timbal balik	Siswa mendengarkan guru
12	Guru mengakhiri pelajaran dan memberitahu tentang topik pelajaran selanjutnya	Siswa mengucapkan terimakasih

S. Media: series of pictures, Laptop, LCD, a whiteboard and board markers

K. Sumber Belajar: English book for Junior High School Grade VIII

L. Penilaian

Indicator	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Writing a narrative text	Menggunakan rubrik dari Glencoe (2007)	A writing composition test	Write a narrative text based on the topic

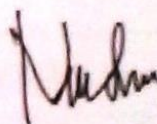
Bengkulu, 24 April 2014

Collaborator,



Azimar, S.Pd
NIP.196403241988032005

Peneliti,



Nurhasanah
NPM. A1B010041

Lampiran 1

Rubric for Assessing Student Writing: Folktale (Glencoe, 2007)

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative fulfills its purpose by telling a story using all of the elements of a folktale. • The story is appropriate for its intended audience. • The story takes place in the past. • Time order is used to organize the story's events. 	<p>Comments</p> <p><i>Score / 35</i></p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Enough details are provided to describe the setting and characters. • The writing includes a protagonist who tries to do good and may have special powers. • The writing includes an evil antagonist, which may be a character or a force of nature. • The story contains a theme or central message. • Writer uses the third-person point of view correctly and consistently. 	<p>Comments</p> <p><i>Score / 35</i></p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed except where inappropriate. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p><i>Score / 30</i></p>

lampiran 2

STEP OF WRITING ACTIVITY BASED ON ROUNDTABLE STRATEGY

(The researcher will only use roundtable strategy in planning and drafting activity)

Planning	<ul style="list-style-type: none">Brainstorming The students will brainstorm their ideas by using roundtable strategy, as the following step of roundtable strategy. The teacher gives four questions. One question will be asked for one round based on the time(5 minutes for one round). Therefore, there four round of roundtable strategy. The questions are:<ol style="list-style-type: none">Who will be in the story?Where will the story take place?What will the problem in the story?How will it resolved?
Drafting	<ol style="list-style-type: none">The teacher will hand out the answer sheet that had prepared by the teacherOne group will produce one text. It means that in each group of 4 students will produce 1 different texts.The teacher gives ten minutes for students to make each paragraph of narrative text (orientation, complication arise and climaxes, and resolution).Each paragraph will be written by different student. There are replacement of text in each 10 minutes. The first writer will write the orientation part. At the end of ten minutes, he must stop. Then, he pass the papers to the right. The second writer will continue to write the beginning of complication. At the end of ten minutes, he stop again and pass their papers. The third writer has 10 minutes to continue the complication. Finally, The forth writer has 10 minutes to write the resolution of the text.
Editing	Each student will edit his own text during 10 minutes

Appendix 9

KISI-KISI PEMBELAJARAN CYCLE 1

Nama Sekolah : SMPN 11 Kota Bengkulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 11

Topik Pembelajaran : Narrative Text

No.	Standar kompetensi	Kompetensi Dasar	Kelas/ semester	Materi	Soal	Nomor
1.	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	VIII / II	Menulis naratif text.	Write a narrative text in the work sheet based on one of the topic!	1

Appendix 10

KISI-KISI PEMBELAJARAN CYCLE 2

Nama Sekolah : SMPN 11 Kota Bengkulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 11

Topik Pembelajaran : Narrative Text

No.	Standar kompetensi	Kompetensi Dasar	Kelas/ semester	Materi	Soal	Nomor
1.	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	VIII / II	Menulis naratif text.	Write a narrative text in the work sheet based on one of the topic!	1

Appendix 11

TEST ITEM

Nama Sekolah	: SMPN 11 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 11
Topik Pembelajaran	:Narrative Text
Alokasi waktu	: 2X 40 Menit

Instruction:

Write down your name and class on provided spaces and then write a narrative text in the work sheet based on one of the topic below!

- Folktales in Indonesia
- Folktales in Foreign country

Appendix 12

TEST ITEM

Nama Sekolah	: SMPN 11 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 11
Topik Pembelajaran	:Narrative Text
Alokasi waktu	: 2X 40 Menit

Instruction:

Write down your name and class on provided spaces and then write a narrative text in the work sheet based on one of the topic below!

- Folktales in Indonesia
- Folktales in Foreign country

Appendix 13

QUESTION SHEET

NAME:

CLASS:

DATE:

TITLE

.....

Orientation

Complication(beginning of problem)

Complication (climax of the problem)

Resolution

Appendix 14

**DAFTAR NILAI AWAL
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU**

No	Nama	Nilai	KKM	Keterangan
1	A T	75	75	Tidak Tuntas
2	B P	58	75	Tidak Tuntas
3	A O	38	75	Tidak Tuntas
4	A R A	73	75	Tidak Tuntas
5	A D P	68	75	Tidak Tuntas
6	C V G	78	75	Tuntas
7	D E	80	75	Tuntas
8	E	80	75	Tuntas
9	F Y S	62	75	Tidak Tuntas
10	F S	62	75	Tidak Tuntas
11	G T	52	75	Tidak Tuntas
12	H O	55	75	Tidak Tuntas
13	H P	35	75	Tidak Tuntas
14	H N	72	75	Tidak Tuntas
15	H D F	78	75	Tuntas
16	K W	65	75	Tidak Tuntas
17	N	55	75	Tidak Tuntas
18	M R A	78	75	Tidak Tuntas
19	M M S	45	75	Tidak Tuntas
20	N P M	80	75	Tuntas
21	Q D M	78	75	Tuntas
22	R A P	72	75	Tidak Tuntas
23	R D A M	78	75	Tidak Tuntas
24	R F	72	75	Tidak Tuntas
25	R C P	45	75	Tidak Tuntas
26	R K	45	75	Tidak Tuntas
27	R U P	72	75	Tidak Tuntas
28	R A	42	75	Tidak Tuntas
29	S R	80	75	Tuntas
30	T R	78	75	Tuntas

Category	Standard Score	Frequency	Percentage
Pass	≥ 75	8	27%
Not pass	< 75	22	73%

Appendix 15

RESULT CYCLE 1
(BY Reseach+ Collaborator)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI			KKM	KETERANGAN
		R	C	Rata-rata		
1	A T	40	40	40	75	Tidak Tuntas
2	B P	20	20	20	75	Tidak Tuntas
3	A O	40	40	40	75	Tidak Tuntas
4	A R A	64	76	70	75	Tidak Tuntas
5	A D P	60	65	62,5	75	Tidak Tuntas
6	C V G	75	76	75,5	75	Tuntas
7	D E	80	79	79,5	75	Tuntas
8	E	85	83	84	75	Tuntas
9	F Y S	75	79	77	75	Tuntas
10	F S	75	76	75,5	75	Tuntas
11	G T	75	76	75,5	75	Tuntas
12	H O	40	40	40	75	Tidak Tuntas
13	H P	40	40	40	75	Tidak Tuntas
14	H N	40	30	35	75	Tidak Tuntas
15	H D F	80	80	80	75	Tuntas
16	K W	70	65	67,5	75	Tidak Tuntas
17	N	20	40	30	75	Tidak Tuntas
18	M R A	65	76	70,5	75	Tidak Tuntas
19	M M S	75	76	75,5	75	Tuntas
20	N P M	80	86	83	75	Tuntas
21	Q D M	75	76	75,5	75	Tuntas
22	R A P	77	76	76,5	75	Tuntas
23	R D A M	80	79	79,5	75	Tuntas
24	R F	80	80	80	75	Tuntas
25	R C P	70	76	73	75	Tuntas
26	R K	68	79	73,5	75	Tidak Tuntas
27	R U P	20	20	20	75	Tidak Tuntas
28	R A	67	79	73	75	Tidak Tuntas
29	S R	85	83	84	75	Tuntas
30	T R	67	76	71,5	75	Tidak Tuntas

Category	Standard Score	Frequency	Percentage
Pass	≥ 75	15	50%
Not pass	< 75	15	50%

RESULT CYCLE 1 (BY RESEACHER)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI				KKM
		E	F	G	JUMLAH	
1	A T	20	10	10	40	75
2	B P	10	5	5	20	75
3	A O	20	10	10	40	75
4	A R A	23	21	20	64	75
5	A D P	20	20	20	60	75
6	C V G	25	25	25	75	75
7	D E	30	30	20	80	75
8	E	30	30	25	85	75
9	F Y S	25	25	25	75	75
10	F S	25	25	25	75	75
11	G T	25	25	25	75	75
12	H O	20	10	10	40	75
13	H P	20	10	10	40	75
14	H N	20	10	10	40	75
15	H D F	30	25	25	80	75
16	K W	25	25	20	70	75
17	N	10	5	5	20	75
18	M R A	20	20	25	65	75
19	M M S	25	25	25	75	75
20	N P M	25	30	25	80	75
21	Q D M	25	25	25	75	75
22	R A P	27	30	20	77	75
23	R D A M	30	25	25	80	75
24	R F	30	30	20	80	75
25	R C P	25	25	20	70	75
26	R K	25	23	20	68	75
27	R U P	10	5	5	20	75
28	R A	24	23	23	67	75
29	S R	30	30	25	85	75
30	T R	25	22	20	67	75

RESULT CYCLE 1 (BY COLLABORATOR)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI				KKM
		E	F	G	JUMLAH	
1	A T	20	10	10	40	75
2	B P	20	10	10	20	75
3	A O	20	10	10	40	75
4	A R A	28	28	20	76	75
5	A D P	25	25	15	65	75
6	C V G	28	28	20	76	75
7	D E	30	29	20	79	75
8	E	30	25	28	83	75
9	F Y S	30	30	19	79	75
10	F S	28	28	30	76	75
11	G T	28	28	20	76	75
12	H O	20	10	10	40	75
13	H P	20	10	10	40	75
14	H N	10	10	10	30	75
15	H D F	30	30	20	80	75
16	K W	25	25	15	65	75
17	N	20	10	10	40	75
18	M R A	28	28	20	76	75
19	M M S	28	28	20	76	75
20	N P M	30	31	25	86	75
21	Q D M	25	30	21	76	75
22	R A P	28	28	20	76	75
23	R D A M	30	29	20	79	75
24	R F	30	30	20	80	75
25	R C P	28	28	20	76	75
26	R K	30	30	19	79	75
27	R U P	10	5	5	20	75
28	R A	30	30	19	79	75
29	S R	30	30	23	83	75
30	T R	30	31	15	76	75

Appendix 16

RESULT CYCLE 2
(BY Reseach+ Collaborator)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI			KKM	KETERANGAN
		R	C	Rata-rata		
1	A T	79	80	79,5	75	Tuntas
2	B P	79	75	77	75	Tuntas
3	A O	70	65	67,5	75	Tidak Tuntas
4	A R A	75	65	67,5	75	Tidak Tuntas
5	A D P	75	65	67,5	75	Tidak Tuntas
6	C V G	80	80	80	75	Tuntas
7	D E	81	80	80,5	75	Tuntas
8	E	85	85	85	75	Tuntas
9	F Y S	77	75	76	75	Tuntas
10	F S	84	80	82	75	Tuntas
11	G T	77	75	76	75	Tuntas
12	H O	60	60	60	75	Tidak Tuntas
13	H P	76	75	75,5	75	Tuntas
14	H N	78	80	79	75	Tuntas
15	H D F	76	75	75,5	75	Tuntas
16	K W	60	80	70	75	Tidak Tuntas
17	N	60	65	62,5	75	Tidak Tuntas
18	M R A	80	75	77,5	75	Tuntas
19	M M S	80	75	77,5	75	Tuntas
20	N P M	79	80	79,5	75	Tuntas
21	Q D M	77	80	78,5	75	Tuntas
22	R A P	65	70	67,5	75	Tidak Tuntas
23	R D A M	79	85	82	75	Tuntas
24	R F	60	60	60	75	Tidak Tuntas
25	R C P	80	80	80	75	Tuntas
26	R K	70	65	67,5	75	Tidak Tuntas
27	R U P	78	80	79	75	Tuntas
28	R A	78	75	76,5	75	Tuntas
29	S R	83	80	81,5	75	Tuntas
30	T R	78	75	76,5	75	Tuntas

Category	Standard Score	Frequency	Percentage
Pass	≥ 75	21	70%
Not pass	< 75	9	30%

RESULT CYCLE 2 (BY RESEACHER)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI				KKM
		E	F	G	JUMLAH	
1	A T	27	27	25	79	75
2	B P	27	27	25	79	75
3	A O	25	25	20	70	75
4	A R A	25	25	25	75	75
5	A D P	25	25	25	75	75
6	C V G	28	27	25	80	75
7	D E	28	28	25	81	75
8	E	30	27	28	85	75
9	F Y S	26	26	25	77	75
10	F S	28	28	28	84	75
11	G T	26	26	25	77	75
12	H O	20	20	20	60	75
13	H P	26	25	25	76	75
14	H N	28	25	25	78	75
15	H D F	25	26	25	76	75
16	K W	20	20	20	60	75
17	N	20	20	20	60	75
18	M R A	30	25	25	80	75
19	M M S	30	25	25	80	75
20	N P M	27	27	25	79	75
21	Q D M	27	25	25	77	75
22	R A P	20	20	25	65	75
23	R D A M	27	27	25	79	75
24	R F	20	20	20	60	75
25	R C P	30	25	25	80	75
26	R K	25	25	20	70	75
27	R U P	30	25	23	78	75
28	R A	27	26	25	78	75
29	S R	30	28	25	83	75
30	T R	28	25	25	78	75

RESULT CYCLE 2 (BY COLLABORATOR)
KELAS VIII C
SMP NEGERI 11 KOTA BENGKULU

NO	NAMA	NILAI				KKM
		E	F	G	JUMLAH	
1	A T	30	30	20	80	75
2	B P	25	25	25	75	75
3	A O	25	20	20	65	75
4	A R A	25	20	20	65	75
5	A D P	25	20	20	65	75
6	C V G	30	30	20	80	75
7	D E	30	20	30	80	75
8	E	30	25	30	85	75
9	F Y S	25	25	25	75	75
10	F S	30	20	30	80	75
11	G T	25	25	25	75	75
12	H O	20	20	20	60	75
13	H P	30	25	20	75	75
14	H N	30	30	20	80	75
15	H D F	30	25	20	75	75
16	K W	30	25	25	80	75
17	N	15	25	25	65	75
18	M R A	30	25	30	75	75
19	M M S	25	25	25	75	75
20	N P M	30	20	30	80	75
21	Q D M	30	30	20	80	75
22	R A P	30	10	30	70	75
23	R D A M	30	30	25	85	75
24	R F	15	20	25	60	75
25	R C P	30	20	20	80	75
26	R K	25	20	20	65	75
27	R U P	30	20	30	80	75
28	R A	25	25	25	75	75
29	S R	30	30	20	80	75
30	T R	25	30	20	75	75

Appendix 17

The Result of Interview after Implementing the Roundtable Strategy to the Students at Grade VIII C of SMPN 11 Kota Bengkulu

Students: E

Teacher: Good morning?

Student: Good morning Miss.

Teacher: How are you today?

Student: I'm fine Miss, how about you?

Teacher: I'm good. Well, today I would like to ask some question about the implementation of the strategy in writing narrative text. Hari ini Miss mau nanya beberapa pertanyaan mengenai penerapan strategi kemaren dalam menulis narrative text.

Student: oh,,, yes Miss. Pertanyaannya apa?

Teacher: The first, do you like studying writing by using roundtable strategy? Why? Apakah kamu suka belajar menulis menggunakan strategi roundtable? kenapa?

Student: Suka Miss, karena emm..... dapat bersosialisasi dan dapat tau sama-sama. Dalam kelompok kami melakukan pekerjaan lebih mudah dan saya cepat menanggapi semua pelajaran yang diberikan, karena juga ada teman yang membantu

Teacher: oh gitu, the next does roundtable strategy help you writing narrative text? Why? Apakah roundtable strategi membantu kamu dalam menulis teks naratif? Kenapa?

Student: Ya, karena strategi kemaren merupakan contoh untuk membuat narrative text, sehingga dapat mengerti dengan benar dan cepat

Teacher: kemudian, do you have difficulties in using roundtable strategy? What are they? Apakah kamu mempunyai kesulitan dalam menggunakan strategi roundtable? Apa sajakah itu?

Student: Ya Miss, karena kelompok kami kurang kompak dalam membuat narrative text

Teacher: Ok, next question, does your teacher help you in writing narrative text by using roundtable strategy well? In what ways? Apakah gurumu membantu dalam menulis naratif teks dengan strategi roundtable dengan baik? Dengan cara apa?

Student: Ya Miss, dengan cara..... emmm.... memberi contoh membuat narrative text dan juga Miss tu menjelaskan yang kami belum ngerti.

Teacher: The last, does your writing score improve? In your opinion, what factors influenced your writing score? Apakah nilai menulismu meningkat?

Menurutmu, faktor apa sajakah yang mempengaruhi nilaimu?

Student: Ada, meskipun dikit tapi aku lebih mengerti cara membuat narrative text dan dapat sedikit mengetahui tentang kosakata yang belum dimengeti sebelumnya.

Teacher: Ok, interviewnya selesai. Thank you for your participation. Terimakasih atas participasinya ya.

Student: sama-sama Miss.

The summary of the interview's result

Students: E

Teacher: Do you like studying writing by using roundtable strategy? Why?

Apakah kamu suka belajar menulis menggunakan strategi roundtable? kenapa?

Student: Suka Miss, karena dapat bersosialisasi dan dapat tau sama-sama. Dalam kelompok kami melakukan pekerjaan lebih mudah dan saya cepat menanggapi semua pelajaran yang diberikan, karena ada teman yang membantu

Teacher: Does roundtable strategy help you writing narrative text? Why? Apakah roundtable strategi membantu kamu dalam menulis teks naratif? Kenapa?

Student: Ya, karena strategi kemaren merupakan contoh untuk membuat narrative text, sehingga dapat mengerti dengan benar dan cepat

Teacher: Do you have difficulties in using roundtable strategy? What are they? Apakah kamu mempunyai kesulitan dalam menggunakan strategi roundtable? Apa sajakah itu?

Student: Ya, karena kelompok kami kurang kompak dalam membuat narrative text

Teacher: Does your teacher help you in writing narrative text by using roundtable strategy well? In what ways? Apakah gurumu membantu dalam menulis naratif teks dengan strategi roundtable dengan baik? Dengan cara apa?

Student: Ya, dengan cara memberi contoh membuat narrative text dan menjelaskan yang kami belum mengerti

Teacher: Does your writing score improve? In your opinion, what factors influenced your writing score? Apakah nilai menulismu meningkat? Menurutmu, faktor apa sajakah yang mempengaruhi nilaimu?

Student: Ada, karena saya lebih mengerti cara membuat narrative text dan dapat sedikit mengetahui tentang kosakata yang belum dimengeti sebelumnya

Students' worksheet in Cycle 1

NAME: Epran

CLASS: VIII C

DATE: 28-03-2014

30
20
25
Bk

TITLE
"Batu Menangis"

Orientation

Once upon a time, there are five children. They are friendship. They are name is Epran, Bima, Maria, Fenny and Regita. They are playing together. They live in the village in Bengkulu.

Complication(beginning of problem)

One day, in village they have a drama who one to the drama it was to get Bima's love. Every one who get Bima's love will be Bima's wife. Fenny and Regita hear talked about announcement, they are compete in to can Bima's wife. Epran was a commander meet some one woman. She very beautiful, she named is Maria. He began falling in love with Maria. The drama was start, from one hundred beautiful woman, He however falling in love with Fenny and Maria.

Complication (climax of the problem)

Bima's thinking that he never married two women. He must choose one of the women. Fenny and Regita try to be choosen by the Bima. Finally, Bima also choosen a Fenny to sommate.

Resolution

Regita heart's very smashed. She prayed to God, in that she become a stone. And the god answer a request from Regita. Finally, Regita became a stone. They called the ~~Hot~~ crying stone.

score by researcher

NAME: Epron

CLASS: VIII C

DATE: 20-03-2014

83

TITLE
"Batu Menungis"

Orientation

once upon a time, there are five children. They are Friendship. They are name is Epron, Bima, Maria, Fenny and Regita. They are playing together. They live in the village in Bengkulu.

Complication (beginning of problem)

One day, in village they have a drama. Who one to the drama # was to get Bima's love. Every one who get Bima's love will be Bima's wife. Fenny and Regita hear talked about announcement, they are compete in to can Bima's wife. Epron was a commander meet some one woman. She very beautiful she named is Maria. He began falling in love with Maria. The drama was start from one hundred beautiful woman, He however falling in love with Fenny and Maria.

Complication (climax of the problem)

Bima's thinking that he never married two women. He must choose one of the women. Fenny and Regita try to be chosen by the Bima. Finally, Bima also choose a Fenny to soulmate.

Resolution

Regita heart's very smashed. She prayed to God, in that she become a stone. And the god answer a request from Regita. Finally, Regita became a stone. They called the "Batu Menungis".

NAME:

Rahmayani Ayu pulri

CLASS:

8c

DATE: 28-03-2019

F = 27

G = 30

9 = 20

TITLE

Joko Tarup dan tujuh bidakuri

44

Orientation

Once upon a time there was a widow who lived in the village of dadapan. Whose son name was Joko Tarup.

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it.

Complication (beginning of problem)

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it.

Complication (climax of the problem)

Then Joko Tarup went home to take her mother's dress and gave it to Nawang Wulan. He asked her to stay at her house with his mother. Not long after that Joko Tarup married Nawang Wulan. As an angel Nawang Wulan had spiritual power. She had ability which for above human being. Several months later Nawang Wulan gave birth to a beautiful baby girl. Her name was Nawang Sih.

Resolution

Since Nawang Wulan could not cook efficiently anymore. She needed more rice than usually Nawang Wulan. She immediately wore it. Found the angel's dress. It was hidden there under piles of rice. She immediately wore it and talked to Joko Tarup.

'My dear husband now I know you did to me

'For give me, my dear. I admit that I did this because I love you

'I love you too. But now I find my dress. I must come back to heaven. I am an angel. My place is no

here. I have to go now

'I am about Nawang Sih? (he needs you)

'I will leave her but don't worry I will take care of her

score by researcher

F = 28

E = 28

G = 20

76

NAME:

Rahmayani Ayu pulri

CLASS:

8c

DATE: 28-03-2019

TITLE

Joko Tarup dan hujuh bidackiri

Orientation

Once upon a time there was a widow who lived in the village of dadapan. Whose son name Joko Tarup.

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it.

Complication (beginning of problem)

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it.

Complication (climax of the problem)

Then Joko Tarup went home to take her mother's dress and gave it to Nawang Wulan. He asked her to stay at her house with his mother. Not long after that Joko Tarup married Nawang Wulan. As an angel Nawang Wulan had spiritual power. She had ability which far above human being. Several months later Nawang Wulan gave birth to a beautiful baby girl. Her name was Nawang Sih.

Resolution

Since Nawang Wulan could not cook efficiently anymore. She needed more rice than usually Nawang. She immediately wore it. Found the angel's dress. It was hidden there under piles of rice. She immediately wore it and talked to Joko Tarup.

'My dear husband now I know you did to me

'for give me, my dear. I admit that I did this because I love you

'I love you too. But now I find my dress. I must come back to heaven. I am an angel. My place is here. I have to go now

'I am about Nawang Sih? she needs you'

'I will leave her but don't worry. I will take care of her

NAME: Herki Nurulim

CLASS: VIII C

DATE: 20-3-2024

e: 20
f: 10
g: 10
40

TITLE

Sarawu white Beauty

Orientation

One upon Sarawu hari tinggalah putri yang cantik di suatu kampung.
Once upon a time, there was a beautiful girl named Beauty. She lived with her two sister and her father in a small village. She was also had a hard working girl. She always helped her father in the farm.

Complication(beginning of problem)

One day her father set out for the city. On his way, he saw an old castle. He become curious to know who lived inside and he went in. while was walking.

Complication (climax of the problem)

Resolution

Score by researcher

Herki Nuraim

CLASS: VIII C

DATE: 28-3-2014

: 10

: 10

6 : 10

30

TITLE

Small White Beauty

Orientation

Once upon a time, there was a beautiful girl named Beauty. She lived with her two sister and her father in a small village. She was also had a hard working girl. She always helped her father in the farm.

Complication (beginning of problem)

One day her father set out for the city. On his way, he saw an old castle. He became curious to know who lived inside and he went in while was walking.

Complication (climax of the problem)

Resolution

score by collaborator

Students' worksheet in Cycle 2

NAME: Nesha Putri Mayangda CLASS: VIII C

DATE: Kamis, 24-04-201

F : 30

E : 20

G : 30

80

TITLE

" Snow White "

Orientation

One day, lived a pretty girl, named Snow White.
He lived with his aunt and uncle because his parents died.
Then she heard her uncle and aunt talking about leaving Snow White
in the castle. Because they wanted to go to America and they did not
have enough money to brought Snow White with them.

Complication(beginning of problem)

The next day he ran away from home when her aunt and uncle
were having breakfast. In the wood she felt very tired and
hungry. Then he saw this cottage.

Complication (climax of the problem)

Meanwhile, Seven dwarfs came home from his work. They got into.
There they found snow White woke up from his sleep.
He saw the dwarfs. ~~Then~~

Resolution

The dwarfs said : " What is your name? ", Snow white said :
" My named is Snow White ". One dwarfs said : " If you want, you can
stay here with us. Snow white tells a story. The daughter snow White
and the seven dwarfs ~~the~~ now living happily ever after.
were

score by collaborator

E : 27
F : 27
G : 25
79

NAME: Nesha Purnimayangda CLASS: VIII C

DATE: Kamis, 24-04-20

TITLE

" Snow White "

Orientation

One day, lived a pretty girl, named Snow White.
He lived with his aunt and uncle because his parents died.
Then she heard her uncle and aunt talking about leaving Snow White
in the castle. Because they wanted to go to America and they did not
have enough money to brought Snow White with them.

Complication(beginning of problem)

The next day he ran away from home when her aunt and uncle
were having breakfast. In the wood she felt very tired and
hungry. Then he saw this cottage.

Complication (climax of the problem)

Meanwhile, Seven dwarfs come home from his work. They got into.
There they found snow White woke up from his sleep.
He saw the dwarfs. ~~There~~

Resolution

The dwarfs said : " What is your name? ", Snow white said :
" My named is Snow White ". One dwarfs said : " If you want, you can
stay here with us. Snow white tells a story. The daughter Snow White
and the seven dwarfs ~~are~~ now living happily ever after.
were

Score by researcher

F : 30 NAME: Syahrul Rahmadhan CLASS: VIII C

DATE: 24-04-201

E : 30 80

TITLE

The Prince and His Best
Friends.

G : 20 Orientation

Once upon a time, there lived a king young Prince Nam Jonathon. He was loved and adored by his people. His close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

Complication (beginning of problem)

One day, The Prince Peter Piper and Franklin Greedy were walking through the forest. Suddenly a group of bandits ~~attacked~~ the three boys near an old house. They entered the house and blocked the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior.

Complication (climax of the problem)

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, he was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

Resolution

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the capital.

Score by collaborator

E : 30
F : 28
G : 25
83

NAME: Syahrul Rahmadhan CLASS: VIII C

DATE: 24-04-2

TITLE

The Prince and His Best Friends.

Orientation

Once upon a time, there lived a king young Prince Jonathan. He was loved and adored by his people. His close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

Complication (beginning of problem)

One day, The Prince Peter Piper and Franklin Greedy were walking through the forest. Suddenly a group of bandits ~~at~~ ^{the} ~~there~~ three boys near an old house. They entered the house and blocked the gate and doors. The three boys trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior.

Complication (climax of the problem)

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

Resolution

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the capital.

Score by Researcher

30
10
30

NAME: Rahmayani

CLASS: V

DATE:

70

TITLE

Snow white

Orientation

One day lived a happy Princess in the Castel

Complication (beginning of problem)

one day she went to Flores to find a Flores but, ~~she~~ snow white lost in the forest. She ~~see~~ see a he measurement of big.

Complication (climax of the problem)

Princess witch ~~with~~ with witch she in the Flores ~~and~~ give apple.

Resolution

~~but~~ but give Prince (an) with Princess in the house and ~~hated~~ Princess and the Princess ~~look at~~ woke up from her sleep.

Score by collaborator

E = 20
F = 20
g = 25
65

NAME: Rahmayani Ayu Puffi

CLASS: VIII C

DATE:

TITLE

Snow white

Orientation

One day lived a happy Princess in the Castel

Complication (beginning of problem)

one day she went to forest to found a flower but, ~~she~~ snow white lost in the forest. She ~~see~~ see a measurement of bag.

Complication (climax of the problem)

Princess which with witch she in the forest to give apple.

Resolution

~~but~~ Not give Prince can with Princess in the house and hunted. Princess and the Princess look at wakeup from her sleep.

score by researcher



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Mayor. Nomor 57 Kota Bengkulu 38227
Telp. (0736) 21429 FAX (07360 345444.

SURAT IZIN PENELITIAN

Nomor : 421.2/ *qda* /IV.Dikbud

Dasar : Surat Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bengkulu Nomor: 1297/UN30.3/PL/2014 tanggal 11 Maret 2014 tentang Izin Penelitian.

Mengingat untuk kepentingan penulisan ilmiah dan pengembangan Pendidikan dalam wilayah Kota Bengkulu, maka dapat memberikan izin penelitian kepada:

Nama : Nurhasanah
NPM : A1A010041
Program Studi : Pendidikan Bahasa Inggris
Judul penelitian : "Improving Student's Ability in Writing a Narrative Text by Using Roundtable Strategy at Grade VIII C of SMPN 11 Kota Bengkulu."

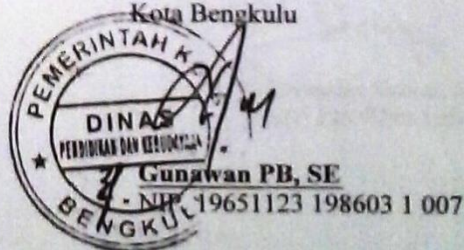
Dengan ketentuan sebagai berikut :

1. a. Tempat penelitian : SMP Negeri 11 kota Bengkulu
b. waktu penelitian : 17 Maret s.d 19 April 2014
2. Penelitian tersebut khusus dan terbatas untuk kepentingan studi ilmiah tidak untuk di publikasikan
3. Setelah selesai penelitian untuk menyampaikan laporan ke Dinas Pendidikan dan Kebudayaan Kota Bengkulu.

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 19 Maret 2014

An. Kepala Dinas Pendidikan dan Kebudayaan
Kota Bengkulu



Tembusan Yth:

1. Walikota Bengkulu (Sebagai laporan)
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMP Negeri 11 Kota Bengkulu



**PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 11 KOTA BENGKULU
STANDAR NASIONAL (AKREDITASI A)**

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<http://www.smpn11kotabengkulu.blogspot.com>
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SURAT KETERANGAN PENELITIAN

Nomor : 800/ / SMPN. 11

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 11 Kota Bengkulu menerangkan :

Nama : NURHASANAH
Status : Mahasiswi UNIB
NPM : A1A010041
Program Studi : Pendidikan Bahasa Inggris

Berdasarkan Surat Izin Penelitian dari Dinas Pendidikan dan Kebudayaan Kota Bengkulu Nomor : 421.2/ 802/ IV.DIKBUD tanggal 14 Maret 2014. Yang bersangkutan telah melaksanakan penelitian di SMP Negeri 11 Kota Bengkulu dengan Judul : " Improving Student's Ability in Writing a Narative Text by Using Roundtable Strategy at Grade VIII C of SMP Negeri 11 Kota Bengkulu". Dari tanggal 17 Maret s.d 19 April 2014

Demikian surat keterangan penelitian ini dibuat untuk dapat di gunakan sebagaimana mestinya.

Bengkulu, 24 April 2014
Kepala Sekolah

Suraman Sitepu, S.Pd
NIP 19620203 198403 1 003



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

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Prodi: Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul:

Improving Students' Ability in Writing A Narrative Text By Using Roundtable
Strategy At Grade VII C Of SMPN 1 Kota Bengkulu

adalah benar karya saya sendiri, bebas dari plagiat atau penjiplakan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal, M.A.
NIP 19570603 198803 1 006

Bengkulu,
Hormat saya,

MATERAI
TEMPEL

3000

(Nytra Sanah)

Appendix 23

2.2 PICTURES IN CYCLE 1



2.2.1 The students write a narrative text in the group



2.2.2 The students take notes the material



2.2.3 The teacher re-explains the material to the students who did not understand about the material



2.2.4 The students pay attention to the teacher's explanation

Appendix 24

2.3 PICTURES IN CYCLE 2



2.3.1 The teacher monitors the students while writing a narrative text



2.3.2 The students help each other in writing narrative text



2.3.3 The students write a narrative text



2.3.4 The students' write narrative text in each of their groups